





“Our future as an innovative country depends on ensuring that everyone has access to the arts and to cultural opportunity...But the intersection of creativity and commerce is about more than economic stimulus, it’s also about who we are as people.” Michelle Obama - Honorary Chair, President’s Committee on the Arts and the Humanities

LOS ANGELES UNIFIED SCHOOL DISTRICT

The Arts Education and Creative Cultural Network Plan

2012-2017

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The LAUSD Arts Education Branch

Under the Direction of:

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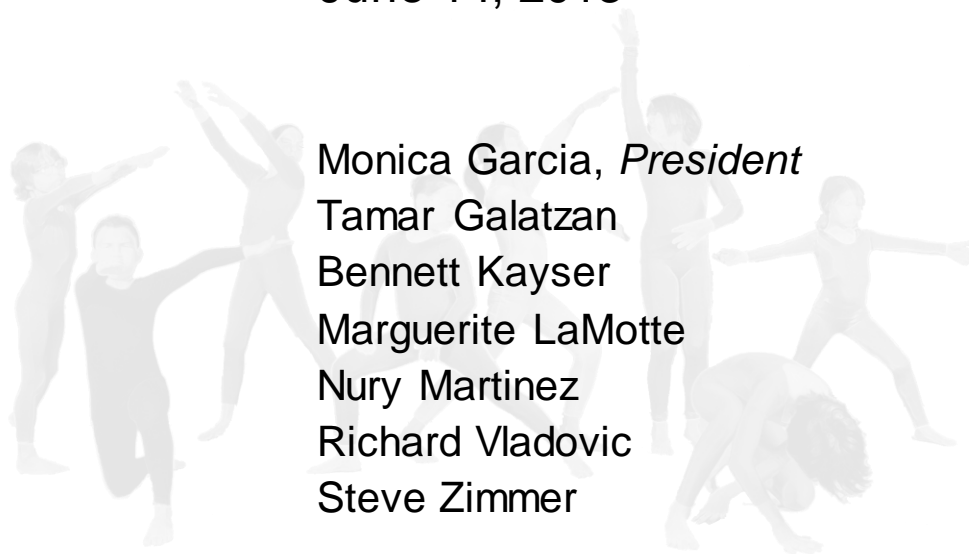
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This Arts Education and Creative Cultural Network Plan

was presented to the:
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Arts Matter in Los Angeles



There are 11,235 arts venues



Arts related businesses are the second largest industry



Creative industries account for nearly one million direct and indirect arts jobs



Arts and entertainment produce \$140 billion in sales and receipts



Arts generate \$5.1 billion in state and local taxes

Arts for Life

Michelangelo's *David*, William's *The Glass Menagerie*, Puccini's *La Boheme*, Ailey's *Revelations*, and Queen's *Bohemian Rhapsody*, or any other great works of art, all have one thing in common – they represent mankind's inherent need to express our humanity through the arts.

In 2013, the role of the arts in society remains the same, but the advent of technology has added innovative ways to express the creative spirit. Today's artists use technology to compose music, design graphics, publish books, produce games, generate all types of multi-media, and then, with the touch of a "send" button, share their work across the world. Arts today demand a combination of multiple skill sets that brilliantly transform the way we learn, communicate, socialize, and do business.

We are fortunate to live in metropolitan Los Angeles, a national leader in arts and culture. Creative industries are the second largest economic sector in L.A. and Orange counties generating \$140 billion in annual sales and receipts, more than \$5.1 billion in state and local taxes, and nearly one million in direct and indirect jobs. (Otis report, 2009)

Contrary to popular opinion, these jobs are not those of starving artists. Positions in digital media, product design, architecture, entertainment, fashion, and in every other aspect of the visual and performing arts figure prominently in driving the wealth of Los Angeles.

Regardless of their career choices, to access lucrative careers, LAUSD students will be required to: collaborate, communicate, think critically, and be creative. To best prepare students, the Arts Education Program must challenge all students to grow in skills and stretch both academically and artistically.

With a cutting-edge Arts Education Program the District will nurture students and teach them the academic, aesthetic, and technological skills they need. But what we can't give them, because it must come from within, is the passion they can develop, and a drive for success that will set them apart.

Dr. Steven J. McCarthy

K-12 Arts Coordinator

The Case for Arts Education

There is abundant research that arts education improves achievement in all core subjects, particularly for low performing students. Over 63 studies (Arts Partnership, 2009) of students, across the socioeconomic spectrum, demonstrated that students, just like those in LAUSD, who receive their education in an arts rich environment:

- Are more prepared for the global workforce
 - Increase their academic success
 - Have higher self-esteem and self-confidence
 - Achieve higher test scores
 - Show increased high school graduation rates
 - Develop higher success rates in group collaborations
-
- ☑ The U.S. Dept. of Education's arts education research studies of 25,000 students (*Champions of Change*) evidenced that students with high levels of arts participation out-perform "arts-poor" students by virtually every measure. Furthermore, clear evidence sustained the belief that involvement in art forms and learning in and through the arts, are also highly correlated with success in math and reading (Catterall, 2005; Arts Education Partnership, 2008).
 - ☑ Harvard research reveals that besides increasing creativity, critical thinking, collaboration, and problem solving skills, involvement in the arts is linked to lower dropout rates, increased standardized test scores and more community service (Harvard's Project Zero, 2011).
 - ☑ The College Board has concluded that students with just half a year of arts coursework averaged a 7-point gain on the verbal portion of the SAT and a 10-point gain in math, and after 4 years students averaged 49 points higher on the combined score. Students who took more than four years of arts scored 34 points higher on the verbal section and 18 points higher on the math section of the SAT.
 - ☑ Many brain research experts agree that in addition to helping develop brain functions, arts woven throughout education can offer teachers ways to reach all types of students. "Arts help to develop both left and right brain skills; students connect scientific concepts underlying art, which is especially successful with at-risk, English learners, special needs, and gifted students." (The Getty Education Institute, 2006)

The State of the Arts

A 2011 federal government survey shows that public investment in the nation's arts education is not universal, nor is it consistent in any way. Commissioned by the President, *Reinvesting in Arts Education – Winning America's Future through Creative Schools* assessed the status of arts education and made recommendations on how to improve it. The report indicates that states and school districts need to be:

- 1) Building collaboration
- 2) Developing arts integration
- 3) Expanding in-school opportunities for teaching artists
- 4) Utilizing federal and state policies to support arts education
- 5) Widening the focus on data gathering about arts education

In California a coalition of non-profit organizations and government agencies joined together to form CREATE CA, (Core Reforms Engaging Arts to Educate) a movement to restore arts education in the state. Members of a task force contributed to a new education policy document called the; *Blueprint for Creative School: How Arts and Creative Education Can Transform California Classrooms*, that will be released in summer, 2013. It will influence many state level arts education policies.

Los Angeles has a major public movement afoot to restore arts to LAUSD schools. This support is led by the LA Fund for Public Education which has launched "Arts Matter," a fundraising initiative that will directly invest in school arts integration. Money raised through the "Arts Matter" campaign will directly resource innovative programs and use public exhibitions of art to raise awareness about the crucial role of teaching creativity.

The District has created many arts focused pilot schools, magnet programs, small learning communities, academies, and Linked Learning options. Expanding these offerings will attract students to LAUSD schools where they may obtain quality arts education to prepare them for creative careers.



Barbara Kruger, School Bus, 2012. © Barbara Kruger. Photo by Steve Cohn Photography.

Students at Esteban E. Torress high school celebrate the launch of the Arts Matter campaign with renowned artist Barbara Kruger, Board Members Nury Martinez and Monica Garcia, Superintendent Dr. John Deasy and LA Fund CEO Megan Chernin. In addition to Kruger, artist John Baldessari, Shepard Fairey and LA's arts and cultural communities have joined to support LAUSD arts programs through the LA Fund's Arts Matter campaign.

Crisis and Opportunity – the Resolution

As the District grappled with years of unimaginable budget cuts, the arts program lost more than 50% of its funding. In 2008 there were 335 full-time itinerant elementary arts teachers. In 2011 there were 250 and in 2012, we had 216 elementary arts teachers to serve all the District's elementary schools and primary centers. By graduation the average student in LAUSD will have spent 2% or less of his/her learning time receiving arts education.

This crisis of untold proportion has triggered a bold response generating a new opportunity to restore arts education. On Oct. 9, 2012, Board Member Nury Martinez presented a resolution "*Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core.*" The intention of the resolution was to assure equitable access to quality arts instruction across LAUSD, and to address District goals for achievement and equity by establishing arts education as a core subject.

This ambitious resolution asserted that the next three years, beginning with the 2012-2013 academic year, would be a period of planning and capacity building to implement arts as a core subject. Furthermore, it called for the Superintendent to develop a plan, by July 1, 2013, with detailed strategies for:

1. Funding arts education and integrated arts instruction
2. Supporting high quality professional development in pedagogy and curriculum
3. Systemic data collection to measure the progress of student learning in and through the arts
4. Oversight for implementation across the district and annual benchmarks for success

The response to this hallmark resolution is this forward-thinking, practical, arts education and creative cultural network plan that is collaborative, sustainable and accountable. While totally aligned to the District's three-year strategic plan, *All Youth Achieving*, the new plan also parallels the recommendations in the federal report, *Reinvesting in Arts Education*.

The District is in the process of transitioning all instruction to align with the Common Core State Standards (CCSS). This transition has begun with the instructional shifts in ELA and mathematics focusing on concepts and skills that help students develop a deeper understanding and apply their knowledge. Arts education is proven to develop critical thinking, collaboration, communication, and creativity in students and therefore will support the objectives of the CCSS across all grade levels.

A Planning Process with a Sense of Purpose

Mission: To devise a forward-thinking Arts Education and Creative Cultural Network plan that is collaborative, sustainable and accountable for results – one that will carefully manage all resources to place more arts education opportunities and creative cultural experiences in reach of every student and their families, both inside and outside of the classroom.

The Arts Education Branch enlisted the assistance of many stakeholders and asked them to rethink different uses of the District's most valuable resources: talent, time, funding and facilities.

- 1) Meetings were convened with: universities, arts schools, the Los Angeles Department of Cultural Affairs, business partners, funding organizations, arts partners, district and site administrators, parents, students, and both certificated arts and non-arts teachers.
- 2) Four Saturday workshops were held in March and April 2013 engaging over 100 LAUSD teachers in hands-on arts integration experiences. The non-arts and arts teachers worked with District arts demonstration teachers to learn foundational skills in all four art forms and then collaborated to develop strategies for integrating arts across the K-12 curriculum.
- 3) The Arts Education Branch team conducted a comprehensive review of arts education research dealing with best practices in the delivery of arts education, particularly those proven effective with populations similar to LAUSD's. Coinciding with this survey was an analysis of other successful district arts education plans across the country.

This new plan draws upon the previous arts education plan (Approved unanimously by the Board on March 15, 2011), which reflected a decade of experience designing, implementing and continuously improving LAUSD's arts program. It addresses all the components of the Arts at the Core Resolution, and identifies the various challenges and possible solutions that should be considered during the initial three-year planning period, 2012-2015.



“I believe it’s every child’s civil right to have access to a quality education, and a quality education includes sustained learning in the arts.” - Nury Martinez

The Arts Education Program Vision

The Visual and Performing Arts are an integral part of the District's comprehensive curriculum and are essential for learning in the 21st century. All LAUSD students, from every culture and socioeconomic level, deserve quality arts learning in dance, music, theatre, and visual arts as part of the core curriculum.

Essential Goals:

In order to achieve our vision implementation of the plan must:

- ☑ Create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every student.
- ☑ Use culturally and linguistically responsive pedagogy that maximizes learning in and through the visual and performing arts and supports alignment with the Common Core Standards.
- ☑ Engage every group of students in comprehensive, well-articulated, coherent and challenging visual and performing arts curriculum that also purposefully builds a full range of language, literacy, and other content area skills, including bilingualism, and multiculturalism.
- ☑ Provide and utilize high-quality, standards-aligned visual and performing arts instructional resources that provide students with equitable access to all other core curriculum.
- ☑ Build and implement valid and comprehensive visual and performing arts assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and socio-cultural outcomes for all students.
- ☑ Provide coherent, collaboratively designed, ongoing visual and performing arts professional preparation and support programs based on well-defined standards of practice. These programs will be designed to create professional learning communities of administrators, teachers, and partners to implement a powerful vision of excellent arts instruction.
- ☑ Sponsor family and community engagement arts related programs that build capacity and draw upon community funds of knowledge to inform, support, and enhance visual and performing arts teaching and learning for students and their families.
- ☑ Partner with the Los Angeles arts, entertainment and philanthropic communities to collaboratively support the growth of a robust arts culture in this city.

The new plan is idealistic and ambitious, yet offers up practical and realistic strategies that go far beyond the resolution to establish an arts education model that will positively

affect: professional development, instruction, teacher evaluation, program accountability, and community/parent engagement.

Certainly, restoration of some funding, over time, is a requisite to achieving the goals set out by the plan. The resolution calls for: ***The restoral, within five years, of funding to match or exceed funding levels in the 2007-2008 academic year to help ensure sequential arts course offerings for all elementary and secondary schools.***

As the economy improves, the amount or pace at which new money will flow into the District is unknown. The projected arts budget calls for a gradual level of funding increase during the first three years of planning and program development. Then, in years four and five, a higher percentage of funding restoration is projected to support the full implementation requiring large-scale professional development, an increase in the number of arts teachers and central administrative staff, art supplies, and other associated costs to meet the goals of the plan. The budget attached to this plan illustrates the scale up and funding design-model.

Current Arts Education Model

The current District model for delivery of arts education uses a blend of certificated elementary generalist and secondary non-arts teachers, certificated arts teachers (including single subject secondary teachers), and non-certificated teaching artists who are connected to community arts partner. This is a very traditional three-legged stool model and prevails, in different configurations and proportions, across the nation.

Currently, most elementary schools receive formal arts instruction based on the budget allocation related to their enrollment. The schools determine how they will use these funds and submit requests to the Arts Education Branch to provide instruction by the 216 certificated arts teachers spread across all the District's elementary schools. An average size elementary school has **two** days of arts education teacher services per week.

Elementary Arts Program 2012-2013

410 Schools Served; each one receives between 1 and 4 art forms (allocation of services based on student enrollment) 34,560 Students Served (estimated.)

216 itinerant elementary arts teachers.

Secondary Arts

All high schools have at least one art form; middle schools may have no arts, most have at least one part-time arts teacher; 1,395 secondary arts teachers.

Moving to a More Effective and Equitable Model

The current LAUSD arts education instructional delivery system is antiquated, ineffective, and incapable of providing the consistency and level of quality needed by all of the students. More often than not, unfortunate situations occur at schools where the arts teacher's services are only provided in one discipline (e.g. music), and this instructional time might then be restricted to a few, or a single grade level. Conceivably, a student could go through his or her elementary education and, by chance, not ever have an opportunity for formalized arts instruction.

Clinging to this existing model would make it unfeasible to staff and sustain a District-wide, sequential arts education program that could equitably reach all students. To cope with both strategic and economic challenges, the Arts Education Branch is developing a new instructional infrastructure that will augment and improve the present delivery system. By employing several other delivery options, combined with arts integration, the District will increase its capacity to provide more arts learning opportunities for all students and their families.

Arts Integration for Expanded Opportunities

The John F. Kennedy Center for the Performing Arts defines arts integration as: "An approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meeting evolving objectives in both." Instructional practices in arts education support and are enhanced by learning not only in other arts disciplines, but in other core content areas including mathematics, science, social studies, and English language arts.

In addition to this teaching methodology having financial merit, recent studies conducted in the area of brain research and the development of higher order thinking skills have confirmed the benefits of integrating arts education across the curriculum. Integration of learning outcomes across disciplines may take a number of different forms, including:

- Incorporation of a content standard (i.e., learning outcome) from one content area to enhance that in another
- Identification of universal themes and commonalities between and among content areas to enhance knowledge and skills in each
- Application of skills, materials, and processes from one content area to create a product that will have meaningful application in another
- Use of knowledge about something in one content area (declarative knowledge) to shape a creative product or process in another

Through Arts Integration

- ☑ Algebra teachers can work with students to create digital designs that demonstrate their understanding of mathematical relationships.
- ☑ Middle school students are able to create and play musical instruments to explore sound wave forms.
- ☑ English learners interpret works of visual arts as text to improve language and visual thinking strategies.

Arts Integration in the Classroom

In order to integrate early immigration to America with theatre, elementary students use various theatre techniques including pantomime, tableau, and improvisation to enact characters in situations from selected readings. As they prepare their own dramatizations, there is in depth discussion about immigration and the challenges people faced, practice in character development, and plot analysis. Students interview a family member or acquaintance that came to America in order to discover how and why they came. Students dramatize these personal stories working with an ensemble. They design and create sets, props, and costumes.

High school physics students study laws of motion and force, as well as conservation of energy and momentum. These physical laws apply to the body in motion. A natural point of integration occurs when students are asked to compare the study and practice of dance technique to principles of motion and force studied in physics. As students embody the principles of balance, counterbalance, momentum and gravity in dance combinations and studies, they develop deeper insights into the laws of physics about which they have read, heard described or seen demonstrated.



Planning and Development of Capacity

The premise of this District plan is that arts integration will be an expansion of, not a substitute for, sequential comprehensive curriculum and instruction in dance, music, theatre, and visual arts. Forging connections is one of the things the arts do best, they can and should be taught in ways that connect them both to each other and to other subjects. Students become empowered to inter-relate learning in multiple subjects fostering relevancy, creativity and critical thinking.

This plan design calls for a gradual increase, over the next four years, in the number of itinerant, certificated arts teachers. The intention is to modify these teaching positions so that the teachers function as both arts teachers and arts integration specialists. They will collaborate with the generalist classroom teachers to design and deliver foundational lessons that use arts integration to connect multiple subjects of the core curriculum.

Through arts integration, as the needs of all learners are met, multiple assessments become inherent. Students listen, write, respond orally, draw and perform to demonstrate knowledge learned. Informal individual educational plans become the norm as various learning styles are utilized with all lessons. Arts integration can be utilized to effectively reach all students from early childhood through adult learners inclusive of special education, GATE, and all other student populations.

Arts Education programs become integral to the school community through arts integration because it builds the sustainable infrastructure to weather financial upheaval. Through professional development and ongoing support, arts knowledge and required foundational skills, becomes an expectation of all teachers, rather than a luxury spread thinly across the vast District.

The value of the Los Angeles area arts partners cannot be over-stated. Programs initiated by these organizations enrich our schools by providing more arts learning opportunities for the students. The Arts Education Branch is collaborating with partners to co-develop lessons and assessments aligned to the Common Core Standards. Programs provided by outside partners will be held to the same high standards as the District instructional programs.

A valuable aspect of the plan is the creation and gradual roll out of a new Certificate of Arts Integration (attached to current teaching credentials). We will work with Human Resources to have this certificate acknowledged as evidence of a “special skill.”

Current Arts Education Challenges	Recommended Solutions
Insufficient number of arts teachers to serve all the students at every grade.	Gradually hire more certificated arts teachers in each of the four disciplines.
Arts are not integrated into other curriculum because of a lack of teachers' training and coaching support in strategies of effective arts integration.	<p>Include arts integration professional development into the District's Common Core transition professional development programs.</p> <p>Require certificated arts teachers to be trained in arts integration and modify their job descriptions to include coaching non-arts teachers in AI.</p> <p>Sponsor weekend arts integration institutes for teachers interested in becoming certified arts integration specialists.</p>
Few high schools offer courses in all four of the arts disciplines to support complete student choice in meeting the "F" requirement for graduation.	<p>Gradually hire more Certificated Arts Teachers in Music and Visual Arts; utilize English and PE teachers to offer Theatre Arts and Dance courses.</p> <p>Take advantage of dual enrollment courses at the local community colleges;</p> <p>Produce and make available online arts courses meeting the "F" requirement.</p> <p>Create more Linked Learning programs in the arts meeting the "F" requirement.</p>
<p>A lack of quality digital instructional resources to supplement the arts education curriculum.</p> <p>Students need access to current, expert information on the arts from their teachers and working professionals.</p>	<p>Collaborate with the entertainment industry and film schools to produce a series of arts education lessons that can be accessed online by students and teachers – <i>Arts Studio-LA</i> with a potential collaboration with <i>Young Arts</i> out of Miami.</p> <p>Foster teacher externships offering first hand PD in arts technology and current professional practice.</p>
<p>Few high schools offer AP coursework in the arts.</p> <p>A need for a special recognition for completion of a college preparatory, multi-course Arts curriculum.</p>	<p>Designate several SAS programs as arts education academies. Increase the number of arts pilot schools, magnets, academies, and new Grade 6-12 designated arts hubs (feeder patterns.)</p> <p>Increase the number of Perkins funded ROP and Career Tech courses in Entertainment and Media;</p> <p>Establishment of a "Seal of Artistry Program" – a graduation designation awarded to students completing an Arts pathway and portfolio.</p>

A Creative Cultural Network for Los Angeles

Acting alone, the District cannot possibly accomplish all the work needed to provide a quality arts education program. An exciting program challenge will be to build a new creative cultural network that can enhance and energize a collaborative creative community across Los Angeles.

A key strategy of this plan is to establish a city-wide network that will link the District's arts education program to colleges and universities, museums, theatres, concert halls, art galleries, after-school and park programs, etc., and all the creative industries that provide arts, entertainment, and cultural experiences in Los Angeles. The networking aspect of this plan relies on developing a new instructional ecology for learning inside and outside the walls of our classrooms.

This program will raise the bar for community engagement by creating a win-win framework. As educators, we always ask the community to “reach in” and help the schools. Conversely, the time has come for LAUSD to step up, and “reach out” to share instructional programs in ways that will enrich and improve the community, and simultaneously support the endeavors and success of all the various educational, arts, and business partners.

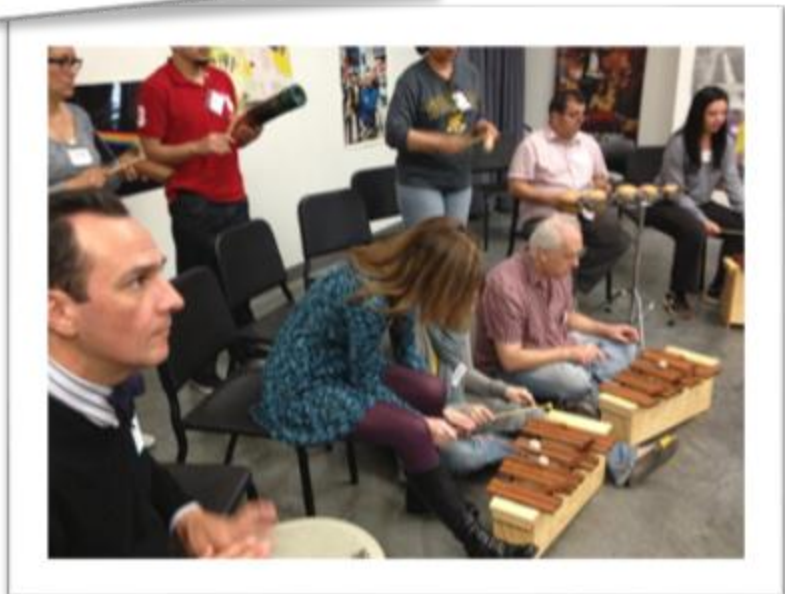
Collaborating with the Los Angeles Department of Cultural Affairs, the Creative Cultural Network will be advised by the members of a diverse Arts Task Force. Its goal will be to focus on providing the students and families in Los Angeles with the best possible arts learning and creative cultural development environment.

Several of the strategies suggested in this plan came from the discussions with all of our stakeholders who are eager to invest in the new arts education program. The win-win comes when LAUSD helps them to secure new student enrollments, build future arts audiences and consumers, and produce new generations of creative, inventive thinkers to drive their business success.

“The best and most beautiful things in this world cannot be seen or even heard, but must be felt with the heart.” Helen Keller

Current Arts Collaboration Challenges	Recommended Solutions
<p>There is no organized process for the identification, coordination and dissemination of information regarding all available arts education and cultural opportunities in L.A.</p>	<p>Build a new, city-wide creative/cultural collaboration network. Because of their already established influence, the Los Angeles Dept. of Cultural Affairs will be the linking hub for this community mapping process.</p>
<p>A centralized resource for the publication or broadcast of school-based and community-based arts education and cultural events is needed to inform students, families and teachers about arts events and learning opportunities outside the classroom.</p>	<p>Coordinate with the Dept. of Cultural Affairs to maintain a <i>One-stop Arts Portal</i> for publicizing current and accurate information. Site access would be free of charge to anyone in L.A.</p>
<p>No organized process is in place for soliciting volunteers, resources, or funding for the arts programs.</p>	<p>Hire a marketing, PR and communications specialist to mine the local school communities to solicit volunteers, resources, grants and potential funding supporters for arts program.</p>
<p>Arts and business stakeholders have no formal means of communication with the District to share their expertise or resources to improve the arts program.</p> <p>Arts, media and entertainment professionals have no avenue to share their expertise with students and teachers to supplement the arts education program around career opportunities in the creative industries.</p>	<p>Establish an external, Arts Task Force with broad stakeholder representation to support and continually improve our arts education program. In addition to educators, arts professionals, arts partners, and foundations, our local business executives will be critical members to voice local economic needs. The Dept. of Cultural Affairs has already planted the seeds for this type of creative industry coalition.</p> <p>Collaborate with professionals from the arts and many creative industries to produce a series of educational videos that would provide information about all types of arts careers. These high quality videos would feature top professionals in each field and be accessible online to support learning for both students and teachers.</p>
<p>Few opportunities exist for collaboration with the arts community on the production of arts related cultural events for families and the community.</p>	<p>Join with arts partners to produce large-scale, family type arts/cultural opportunities that engage adults and children, showcasing our programs and student talents as we move to enrich our communities.</p>

Professional Development



Professional Development

The resolution requires that the District include in the plan a description for:

Providing high quality professional development in pedagogy and curriculum.

In order to implement a high quality arts education program, the District must ensure that the teachers and administrators have the training, support, and resources to do so. The professional development will align with the District's teaching and learning framework and data collection (See appendix).

Traditional professional development is horizontal focusing on one subject area, with one method or skill being taught one after the other. During the planning period the Arts Education Branch will collaborate with teachers, arts partners, university program leaders and experts from other districts to develop a "spiraling" model for arts professional development. This innovative process simultaneously addresses the multiple subject areas and the accompanying arts integration, technology skills and the necessary pedagogy to inter-connect the core curriculum.

During the next two years the District will design and implement professional development that is aligned to the Teaching and Learning Framework. Teacher training will include a combination of collaboratively designed on-site and off-site training delivered by the arts education branch, arts education arts teachers, arts partners, and qualified outside providers. Emphasis will be on weekend/summer institutes to prepare teachers as certified arts integration specialists and at the same time afford them time to collaborate on lesson and assessment designs that can be disseminated via our website across the district.

Whenever possible, technology will be used to move information instead of moving people, thereby providing more virtual time training opportunities for teachers, administrators, teaching artists, and our arts partners.

The LA Fund is providing three-year grants to arts partners and cultural institutions to develop arts integration instruction models and professional development programs for LAUSD. The Arts Education Branch is working with partners to develop practices that can be scaled up across the District.

Professional Development Challenges	Recommended Solutions
<p>A curriculum model and instructional guides for arts integration at each grade level needs to be designed along with the supporting professional development.</p>	<p>Collaborate with arts partners, teachers and advisors from other districts to develop arts integration instructional guides, lesson plans and assessments.</p> <p>Design and deliver professional development to prepare teachers to implement arts integration.</p> <p>Create model demonstration sites for arts integration and identify outstanding demonstration teachers as resources for schools; provide teachers time to visit these schools and observe the expert teachers.</p>
<p>Teacher preparation programs do not address arts integration.</p>	<p>Collaborate with our teacher education university partners to embed arts integration into their curriculum for new teachers.</p> <p>Work with HR to prioritize new hires with this expertise.</p>
<p>Employment of technology is needed to create more professional development opportunities that do not require teachers to leave their classrooms.</p>	<p>Utilize technology to maintain an on-line professional development library, with video demonstrations of best practices and lesson plans; provide webinars in arts integration.</p> <p>Produce a regular TV show on the LAUSD channel featuring best practices for elementary and secondary level arts education.</p>
<p>Administrator training is needed to support the implementation of the arts education program.</p>	<p>Offer Leadership Fellowships for school site leaders and district management to learn about the components of the arts education and optimal implementation.</p> <p>Develop administrator/teacher tool kits to support the arts education programs.</p>
<p>Arts partners need to be aware of the CCSS and the expectations for the arts education program, including data gathering on their programs.</p>	<p>Involve arts partners and teaching artists/mentors in training to assure alignment of their work with the arts education standards and development of measurable outcomes.</p> <p>Determine best practices from LA Fund arts integration pilot programs and identify opportunities for leverage and potential future scale-up across the District.</p>

Data and Evaluation for Results

The resolution requires the District to create a process for: **Establishing systemic data collection to measure the progress of students learning in and through the arts.**

In the recent WestEd Report on *Assessment of Arts Education* they stated, “Overall, the arts education field is eager to assess student learning - however, the field needs further guidance and assistance to implement high-quality assessment practices. There is a strong need for professional development to clarify the distinction between knowledge and skills in the arts; to clearly define rubrics, how to locate/develop them, and how they are used to assess learning.”

During the planning period, the Arts Education Branch will develop rubrics and assessments that can measure student progress against state approved arts standards. Although research supports the halo effect of arts education improving student progress in other core subject areas, it is unreasonable and, in fact impossible to accurately isolate, or assess the true impact of the arts on other types of student achievement.

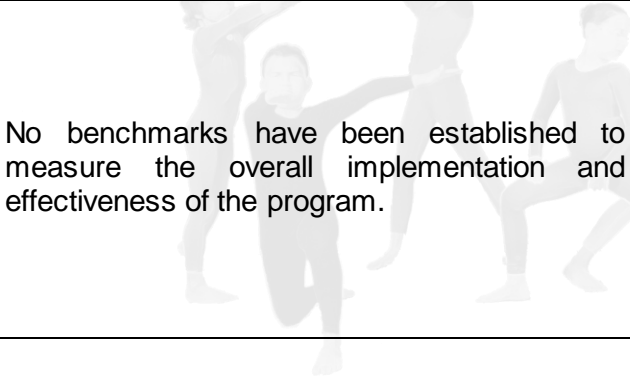
Arts Education Assessment Challenges	Recommended Solutions
There is no district level process to assess arts education either in terms of student knowledge or skills.	Collaborate with arts teachers, non-arts teachers and arts partners to develop rubrics for assessing student performance aligned to the arts standards for each grade level.
The arts education program requires a balanced system of many types of assessment to measure student progress.	<p>Enlist the support of the district data and assessment experts to develop a balanced assessment system, formative and summative, using both qualitative and quantitative data to measure student progress.</p> <p>The use of technology-based measurements of student learning progress will also align to the formats of future California state standardized testing instruments.</p>
Data should be gathered on any arts integration pilot programs to measure their success and potential for broader implementation.	Gather baseline student information from arts integration programs (i.e. LA Fund pilots) to measure the effectiveness of various instructional methods.
Students should be tracked for their arts education experience to aid in course placement.	Set up tracking system on arts course work completed by students in the elementary, middle and high school to assist teachers in placement for magnets, pilot programs or in more advanced arts course work.

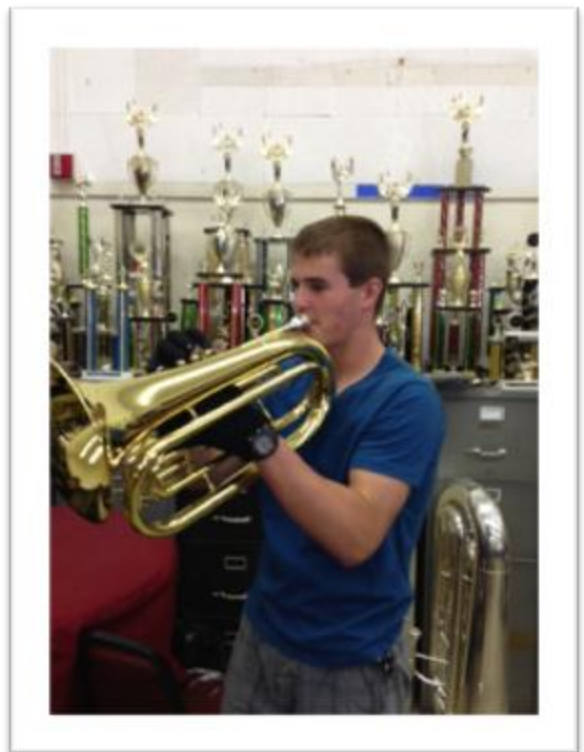
Oversight

The resolution calls for: Providing oversight for implementation across the district and annual benchmarks for success.

During the planning period the Arts Education Branch, in collaboration with teachers, administrators, District assessment specialists and arts partners, will design a platform for providing oversight and identifying annual benchmarks to assess the arts program consistency in delivery, level of quality instruction, and overall success.

Consideration will be given to modify the elementary report card to show student progress in the four arts disciplines, as opposed to “Arts” in general. To ensure accountability at all levels, and to provide information to families, a description of the level of arts education should appear in each School Accountability Report Card (SARC.)

Arts Program Oversight Challenges	Recommended Solutions
 <p>No benchmarks have been established to measure the overall implementation and effectiveness of the program.</p>	<p>Establish annual benchmarks to measure success of the program implementation in terms of creating equity, access and equal distribution of resources.</p> <p>Evaluate the quality level of arts education instruction to compare instructional provision at every school. This survey will include instruction delivered by generalist teachers, arts teachers, and arts partners.</p>
<p>There is no tracking mechanism in place to assess the impact of arts education on high school performance and graduation rates.</p>	<p>Identify and track high school arts students' using measures such as attendance, behavior, arts course completions, AP Arts' exam pass rates, graduation and college enrollment rates to align with other District performance metrics to assess the impact of the arts education program on these students.</p>
<p>No information exists on the teacher skill levels and capacity to implement arts integration across the grade levels.</p>	<p>Survey teachers' arts skill levels at the arts integration pilot schools to establish baseline information prior to implementation of arts integration programs.</p> <p>Create a teacher assessment tool directly linked to the Teaching and Learning Framework – Educator Development Growth Cycle (EDGC).</p>



Program Growth

The resolution requires the District to establish a process for: ***Increasing the number of elementary arts teachers, within 10 years, to be commensurate with other large, urban districts, such as Dallas, New York City, Chicago, Seattle, etc. For middle school arts bringing the teachers to a number that will assure a minimum of three arts disciplines offered in every middle school.***

To properly comply with this aspect of the resolution the Arts Education Branch will conduct a survey of the elementary and secondary arts teacher staffing norms in the major urban school districts listed in the document.

In order to assure a minimum of three arts disciplines offered in every middle school, the District will utilize a combination of strategies that are cost effective and will ensure every student has multiple opportunities for arts education. When possible, teachers who hold English credentials will be scheduled to offer introductory theatre courses. Likewise, those who hold Physical Education credentials will be programmed to provide introductory level dance courses. Current CA credentialing permits such scheduling.

Several arts partners have expressed interest in developing media-film programs at the middle school level. Industry professionals would work with teachers to design the curriculum and projects, and support the development of assessment tools to measure student work.

Current Arts Education Challenges	Recommended Solutions
Reinstate at least three arts disciplines in all middle schools.	Gradually hire more certificated arts teachers in all arts disciplines.
Middle School students who are enrolled in intervention and ELD courses do not have time in their schedules for arts electives.	Train existing and new English teachers to provide basic theatre arts courses; train new and existing P.E. teachers to provide basic dance courses.
Entertainment business entities have little access to the schools and opportunities to collaborate on course and professional development.	Create flexible scheduling, (extra periods before or after school) to allow students to take arts courses.
	Include arts integration as part of all ELD and intervention classes.
	Utilize entertainment industry partners to provide new programs in media and entertainment arts. Collaborate with partners to develop new curriculum and teacher training specifically for middle and high school levels.

Recruiting, Training and Retaining Teachers

The resolution requires a plan for: ***The recruiting, training, evaluating and retaining of highly qualified arts teachers for the future and will reaffirm the District's current commitment to protect an adequate number of credentialed and tenured arts teachers, and centrally funded dedicated arts teachers, to insure foundational instruction in the arts from future reductions in force.***

Recruiting: The Human Resources Department in collaboration with the Arts Education Branch will continue to develop close relationships with the college and university teacher preparation departments to recruit qualified arts teachers, particularly those who will have training in arts integration.

Although the law requires basic teacher credentialing programs to address arts education, it appears that this is lacking in most local university programs. The Arts Education Branch will collaborate with university and college teacher prep programs to ensure teachers are trained in arts integration methods and in discrete art forms as laid out in the multiple subject teacher preparation standards.

Training: Arts integration as noted above becomes a crucial focus for professional development throughout the District. As evidenced from the March/April 2013 four-Saturday pilot training program, both arts and non-arts teachers participating expressed a need for more in depth training in arts integration techniques. Consensus was that ongoing professional development was needed to foster both foundational knowledge in the arts disciplines, and the skills required to effectively create learning objectives in both the arts and the other core subjects within any given lesson plan.

This pilot will be recreated in June with plans to offer the introductory professional development module through the salary point model and through sponsorships as identified. Each 4-day session can reach up to 100 arts and non-arts teachers K-12 with the possibility of multiple modules on the same days.

The Arts Education Branch will also collaborate with all other District instructional leaders to embed portions of the above training in all Common Core professional development rollouts. Additionally, arts partners will create models approved by the Arts Education Branch, meeting the directives of the District and funded primarily from outside sources, with some funding provided by the District as additional funding is identified. These models will become important research to identify best practices with measurable data mandated and recorded.

Evaluating: To more effectively measure outcomes of arts education programs on student learning, the Arts Education Branch will collaborate with the Department of Talent Management and teacher groups during the planning period to identify measurable outcomes aligned with the Teaching & Learning Framework. The objectives will be to develop:

- ☑ Clear and measureable expectations for effective teaching of the arts
- ☑ Exemplary practices that will enable teachers to meet the goals of the arts education program
- ☑ Guides and tools for teachers to analyze, reflect upon and improve their teaching practice independently, with their colleagues and with their site administrators as part of the Educator Growth and Development Cycle (EGDC).

Once appropriate standards have been identified, information will be gathered annually using a variety of methods including observations, professional conversations, analysis of student work, and stakeholder feedback to determine teacher effectiveness in arts instruction.

Retaining: Strategies to retain highly qualified teachers include:

- Developing, along with the colleges and universities, an advanced certificate program for arts integration which could qualify as a special skills credential option
- Recruiting and training professional artists and arts teachers to serve as mentors for teachers and students
- Creating a self-assessment tool for teachers to develop their pedagogy in the arts
- Organizing professional arts learning communities to support collaboration
- Converting itinerant arts teacher positions to year to year contracts to provide many talented teachers opportunities to work in these positions and ensure integrity of the program

To maintain instructional appropriate program staffing, LAUSD will need to adopt the resolution provision that the District will reaffirm ***“its current commitment to protect an adequate number of credentialed and tenured arts teachers and centrally funded dedicated itinerant arts teachers to protect the program quality and integrity from future reductions in force.”***

“Logic will get you from A to B. Imagination will take you everywhere.” Albert Einstein

School Site Funding

The resolution calls for gradually restoring, within 5 years, to 2007-08 funding levels for both elementary and secondary in specific areas as described above. ***Establishing budgeting provisions for individual school sites to receive a dollar amount each year, based on student enrollment, to supplement centrally funded teachers for purposes such as art supplies, additional days of credentialed elementary arts teachers services, secondary off-norm credentialed arts teachers, arts production, professional development and qualified services from external arts partners.***

The budget projection for school funding is included in the attached budget.

Current Arts Education Challenges	Recommended Solutions
School site funding levels are inadequate to cover art supplies, arts teacher services for every student, arts professional development or services of outside arts partners.	Provide, over time, the allocation in the schools' budgets for arts education related expenditures so that all students can benefit from formalized arts education experiences.
Schools do not have the capacity to train teachers in arts education teaching methods such as arts integration.	Designate funding for teachers who want to attend arts education professional development during the summer and other vacation times. Offer salary points and/or training rate as incentives for attendance.
<p>In order to generate additional funding, schools do not have access to information about available grant funds or how to apply for grants.</p> <p>Parents and community members need a formal structure through which they can support arts programs at their schools and across the District.</p> <p>Revenue from film location leasing goes directly to the school sites.</p> <p>We do not take advantage of many potential fund raising opportunities that could be channeled through the entertainment industries.</p>	<p>Systematize grant information dissemination (online) and assist schools with grant applications for arts programs.</p> <p>Develop a Patron of the Arts group for the schools to raise money and in kind donations to support performances, exhibitions and arts events.</p> <p>Establish a surcharge for all film location leases that will be given directly to support the central arts education programs.</p> <p>Develop relationships with entertainment industry leaders to sponsor: benefit events connected to the release of new films, concerts and plays with funds going to the arts program.</p>

Federal Funding Guidelines

The resolution suggests, ***“Creating guidelines that are consistent with the California Department of Education guidelines that allow use of state and federal categorical funds for research based arts education strategies to bridge the achievement gap through improving student achievement in ELA and math at Title I schools, and for other categorical funds that may be used for professional development, strategic partnerships with nonprofit arts organizations, model program development and the dissemination of best practices.”***

Title I federal funds are intended to improve the academic achievement of disadvantaged students. Funds may be used to provide additional instructional staff, professional development, parental involvement opportunities, extended-time programs, and other support for raising student achievement.

The California Department of Education has the authority to direct the allocation of all categorical funds. The state’s policies regarding categorical funds distribution are now under discussion and we expect new guidelines prior to Fall, 2013.

LAUSD will create guidelines that will be consistent with the Department of Education’s policies on how to use any state and federal categorical funds.

Conclusion

According to the National Center on Education and the Economy, “...the nation’s leadership in technology and innovation depends on developing a deep vein of creativity and people, who can write books, build furniture, make movies, and imagine new kinds of software that will capture people’s imagination.”

This national dependence on innovation and creativity compels the Los Angeles Unified School District to once again cultivate a rich arts education program. The average educational program prepares most students to see and understand what lies straight ahead of them. Our plan is to also nurture those students who want to look around the corner, those unique individuals who will go on to innovate, create and inspire others.

Implementing this Arts Education and Creative Cultural Network plan will be like writing a screenplay. Over time, the plot, some of the actions, and even many of the characters may change. But the one thing that is certain is that it will be an inspiring story about how Los Angeles students come to understand concepts in such a way that they can visualize them, experience them, and express them. Then we know they will retain and use this knowledge, and it will belong to them forever.

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Arts at the Core Resolution

Ms. Martinez - Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core

Whereas, The Los Angeles Unified School District is committed to providing all students with equitable and rigorous learning opportunities and curricula to provide graduates with the skills and knowledge necessary for college readiness, career training and preparation for life after high school;

Whereas, LAUSD has adopted previous resolutions and policies that support these goals, including A-G, Multiple Pathways, Linked Learning, Restoration of Arts Education, Diplomas for All, Common Core Standards Implementation and Increasing Enrollment;

Whereas, the State of California and the LAUSD have embraced the Common Core Standards to equip students with essential 21st Century Skills such as critical thinking, communication, collaboration and creativity;

Whereas, the Framework for 21st Century Skills holistically combines a discrete focus on student outcomes with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st Century;

Whereas, the Common Core Standards are directly aligned with the framework for 21st Century Skills and are rooted in critical thinking, communication, collaboration and creativity, all skills considered to be essential in every academic area, particularly for the mastery of mathematics and science;

Whereas, The implementation of the Common Core Standards provides an opportunity to improve teaching and learning and to focus on all students, including students most in need of support, to be more engaged and successful in schools and to

Whereas, The arts are an essential vehicle for demonstrating mastery of skills, an essential component to assessing student achievement through Common Core Standards, 21st Century Framework, Career Technical Education and Linked Learning;

Whereas, Multiple research studies, including the President's Committee on The Arts and Humanities, make clear that students who participate in a rigorous, sequential, standards-based arts

acquire the necessary skills needed to participate in a 21st century workforce, including;

- ☑ English, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition;
- ☑ Mathematics, including concepts, operational skills and problem solving;
- ☑ Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils;
- ☑ Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the role of humans in ecological systems;
- ☑ Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression;
- ☑ Health, including instruction in the principles and practices of individual, family and community health;
- ☑ Physical education, with emphasis on physical activities for pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period;

education develop the ability to innovate, communicate, and collaborate;

Whereas, Rigorous, sequential, standards-based arts education in schools increases test scores across every subject area, lowers dropout rates and helps close achievement and opportunity gaps for students of color and students from low-income families;

Whereas, Research on the contribution of the arts to human cognitive development shows a broad array of enhanced cognitive development in spatial-temporal abilities, verbal skills, memory and spatial reasoning;

Whereas, LAUSD is committed to enhancing parent engagement to support student achievement;

Whereas, Student performances, art shows and demonstrations provide unmatched opportunity for administrators and teachers to reach parents and increase their participation in their children's learning and to build engaging, community centered school environments;

Whereas, A rigorous, well-rounded curriculum, that includes high quality arts education and integrated arts instruction, increases average daily attendance and student enrollment;

Whereas, Research indicates that teenagers and young adults of low socioeconomic status (SES), who have a history of in-depth arts involvement, earn better grades, demonstrate higher rates of college enrollment, achieve higher GPA scores, develop greater self-esteem and exhibit higher levels of civic involvement;

Whereas, Course offerings and cuts to arts education programs are experienced most severely by low income students of color and exacerbate inequality and the opportunity gap;

Whereas, CDE data confirms that high-school students attending Title I schools have decreased access to arts course offerings and are often unable to enroll in the A-G required arts class;

Whereas, School communities located in certain parts of the District are able raise additional funds to maintain arts programs by purchasing arts education opportunities including teachers, artist residencies and arts materials while schools serving large numbers of Title I students are more reliant on school purchased arts programs and less able to raise the private resources needed to provide equitable access to arts education opportunities, exacerbating existing unequal access;

Whereas, LAUSD is committed to providing every student, regardless of their socioeconomic status, sexual orientation or

ethnic heritage, equitable access to high quality tools, differentiated learning opportunities and rigorous instruction in 21st century learning environments;

Whereas, As cited in the 2011 Los Angeles Economic Development Corporation's Report on the Creative Economy, commissioned by Otis College of Art and Design, the Los Angeles region is internationally regarded as the Creative Capital of the United States and the creative sector provides one-in-eight jobs in the local economy;

Whereas, Employment in the creative sector requires an ever increasing mastery of 21st Century Skills;

Whereas, The Board of Education and the Superintendent are committed to ensuring that all students have equal opportunity to compete for employment in the local creative economy;

Whereas, From 1999-2011, over \$300 million was invested by the District to develop and implement the nationally recognized Elementary Arts Program and, in 2009, LAUSD took unprecedented leadership to restore sequential, standards-based K-12 arts education;

Whereas, The economic downturn of 2008 caused school districts across the state, including LAUSD, to face multimillion dollar deficits. Over a three-year period, the District has reduced its ongoing investment to restoring arts education but, despite this barrier, LAUSD adopted a three-year plan in 2011 that now serves as a blueprint for continued restoration of arts education for every student in the district;

Whereas, Private philanthropy, local nonprofit arts and arts advocacy organizations, creative economy businesses and labor organizations, parents, artists and teachers represent a committed and crucial component of the arts education delivery system and remain critical to the mission of increasing the availability, quality and vitality of arts education in LAUSD;

Whereas, The Los Angeles Fund for Public Education has made arts education and access to the arts a priority and is launching a citywide program supporting arts education and raising funding for arts integration programs throughout LAUSD;

Whereas, LAUSD's long-standing commitment to rigorous arts education, coupled with a 125 years of investment in music

education, will continue to be at risk in every future budget cycle without a renewed and comprehensive commitment to arts education as an essential component of a rigorous academic program for every student; now, therefore be it

Resolved, That to assure equitable access to quality arts instruction across LAUSD and to address District goals for achievement and equity, the Governing Board of the Los Angeles Unified School District will establish Arts Education as a Core Subject;

Resolved further, That the next three years, beginning with the 2012-2013 academic year, will be considered a period of planning and capacity building for arts as a core subject ("Arts at the Core") and the Arts Education Branch shall be funded at no less, and significantly more as the economic environment improves, than the funding level for the 2011-2012 academic year and will include appropriate and adequate central administrative support in dance, music, theatre, visual and media arts;

Resolved further, That the Superintendent is instructed to develop a plan by July 1, 2013, for the implementation of Arts at the Core, that will include the recommendations from the report, "Reinvesting in Arts Education: Winning America's Future through Creative Schools," and detailed strategies for:

1. Funding arts education and integrated arts instruction;
2. Supporting high quality professional development in pedagogy and curriculum;
3. Systemic data collection to measure the progress of student learning in and through the arts; and
4. Oversight for implementation across the district and annual benchmarks for success.

Resolved further, That the Arts at the Core Plan will include the restoral, within five years, of funding to match or exceed funding levels in the 2007-2008 academic year to help ensure

sequential art course offerings for all elementary and secondary schools.

Resolved further, That the Arts at the Core Plan will include strategies for increasing the numbers of elementary arts teachers, within 10 years, to be commensurate with other large, urban districts such as Dallas, New York City, Chicago, Seattle, Pittsburg and Philadelphia and middle school arts bridging teachers to a number that will assure a minimum of three arts disciplines offered in every middle school.

Resolved further, That the Arts at the Core Plan will include policy guidelines that are consistent with the California Department of Education guidelines that allow use of state and federal categorical funds for research based arts education strategies to bridge the achievement gap through improving student achievement in ELA and math at Title I schools and for other categorical funds that may be used for professional development, strategic partnerships with nonprofit arts organizations, model program development and the dissemination of best practices;

Resolved further, That the Arts at the Core Plan will include budgeting provisions for individual school sites to receive a dollar amount each year, based on student enrollment, to supplement centrally funded teachers for purposes such as art supplies, additional days of credentialed elementary arts teacher services, secondary off-norm credentialed arts teachers, arts productions, professional development and qualified services from external arts partners;

Resolved further, That the Arts at the Core Plan will include provisions for recruiting, training, evaluating and retaining highly qualified arts teachers for the future and will reaffirm the District's current commitment to protect an adequate number of credentialed and tenured arts teachers, and centrally funded dedicated arts teachers, to insure foundational instruction in the arts from future Reductions in Force.

LAUSD Teaching and Learning Framework

PURPOSE

The LAUSD Teaching and Learning Framework describes clear expectations for effective teaching, identifying exemplary practices that will enable us to meet our goal of all youth achieving. The LAUSD serves over 600,000 students from diverse cultural and linguistic backgrounds and with unique learning needs. The Teaching and Learning Framework highlights the researched-based strategies that have been proven to be effective in meeting the needs of our diverse learners including English Learners, Students with Special Needs and Students with Disabilities. In addition to this, the Teaching and Learning Framework describes teaching practices that will help to prepare all students to be successful and productive 21st Century learners. This focus on 21st Century skills not only directly aligns with the implementation of the Common Core State Standards but also prepares all of our students to be college and career ready. As the foundation for instructional practices in LAUSD, the Teaching and Learning Framework also acts as a guide for teachers to analyze, reflect upon and improve their teaching practice independently, with colleagues, and/or with their administrator as part of the Educator Growth and Development Cycle.

EVIDENCE COLLECTION PROCESS

In order to analyze teaching practice, evidence of a teacher's practice must be assessed against the Teaching and Learning Framework. This evidence is collected using a variety of strategies including classroom observation, professional conversations, artifacts and stakeholder feedback surveys. This diversified evidence collection process helps to ensure that teachers' feedback, growth and development, and evaluation are informed by a variety of sources including parents, students, administrators and teachers themselves. Administrators are trained to collect and analyze evidence using these strategies to ensure that evidence is appropriately aligned to the Teaching and Learning Framework, is representative of the teacher's practice, and is free of bias. The evidence collection procedure for each element in the Teaching and Learning Framework is indicated by an abbreviation shown in green and is located below the name of each element.

► **Classroom observations (CO)** will include formal and informal observations conducted throughout the Educator Growth and Development Cycle. Classroom observations are the corner stone of the Educator Growth and Development Cycle, providing an opportunity for teachers to demonstrate their instructional practice in order to receive feedback that will support their professional growth and development. In addition to this, classroom observations may also include any other classroom visits/walkthroughs that take place as part of effective support practices in schools.

► **Professional conversations (PC)** can include the Pre and Post Observation Conferences that are part of the Educator Growth and Development Cycle or they can also include additional meetings where the teacher and administrator meet to discuss evidence of the teacher's practice.

► **Artifacts (A)** can include sample student work, lesson plans, unit plans, sample assessments, department meeting agendas, parent call logs, or any other type of documentation that provides evidence of a teacher's practice for a given element in the Teaching and Learning Framework.

► **Stakeholder feedback surveys (SF)** include surveys of parents and students regarding a teacher's performance in specific elements of the Teaching and Learning Framework. Teachers with students in grades K-2 will have parent surveys pertaining to **Component 4b: Communicating with Families** and specific elements in **Standards 2 and 3** of the Teaching and Learning Framework. Teachers with students in grades 3-12 will have student surveys pertaining to specific elements in **Standards 1, 2 and 3** of the Teaching and Learning Framework in addition to parent surveys.

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“The arts are a powerful catalyst for learning and achieving; when students engage in creative problem-solving and artistic expression they develop their own voice and sense of agency.

Students need access to multiple pathways that engage 21st century habits and skills; with one out of every six jobs in the Los Angeles region linked to the creative economy, one of these pathways needs to be in the arts. This isn’t just a pathway – it is their right.”

Dr. John Deasy - Superintendent

